

EAGLE'S EYE

Indian Education Department



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April, 1981



Special awards were given Dan Sine (left), Jan Guitierrez, and Erwin Marks at the Indian Education Department banquet Wednesday night. (Photos by Hal Williams)

Crowfoot Edges Nelson For TMF President

In one of the closest elections in recent years, Deb Crowfoot barely edged Hank Nelson to become the 1981-82 president of the Tribe of Many Feathers.

The election last week climaxed two weeks of intensive campaigns, including poster making, speeches and handbills.

The new president is a Blackfoot from Edmonton, Alberta, Canada, and a sophomore in pre-dentistry. He filled a mission to Arkansas Little Rock for the LDS Church.

Other officers elected include the following: executive vice-president -- Cheryl Frazier, a Navajo and sophomore in business management from Shiprock, N.M.; social and athletics vice-president -- Theresa Tsosie, a Navajo from Two Grey Hills, N.M., and a senior in nursing; public relations -- Herbert Smith, a Navajo from White Horse Lake, N.M., and a sophomore in communications with a minor in Native American Studies; finance -- Frieda Maize, a Navajo from Shiprock, N.M., and a freshman; married vice-presidents -- Joe and Eunice

Naranjo. Joe is a Santa Clara Pueblo from Espanola, N.M., and majoring in political science. They have a year old son named Thomas.

Chairman of this year's election committee was Marie Smith, a Navajo-Apache from Oraibi, Ariz., and a freshman majoring in English. She is also a member of the Intertribal Choir.

TMF has a wide variety of programs to help meet the needs of Indian students attending BYU. These include social, cultural and spiritual events throughout the year.

Lamanite Generation Heads On Canadian, U.S. Tour

Without firing a shot or stringing a single arrow, the Lamanite Generation from Brigham Young University will present "captivating" programs of native American Indian, Polynesian and Latin American songs and dances when they leave in early May for a seven-week tour of the United States and Canada.



TMF officers for next year are from left, front row--Cheryl Frazier, Deb Crowfoot (president). Back row--Frieda Maize, Sharon Grosenbach, Herbert Smith and Theresa Tsosie.



Winning \$200 scholarships for their scholastic achievement this year are, from left, Bill Hatch, Trish Tsosie, Sharon Grosenbach, and Ethel Hubbard.

Students Receive Awards At Annual Indian Banquet

Four scholarships and three special awards were given Wednesday evening to Indian students who had earned high scholastic achievement and displayed leadership abilities.

Winning \$200 scholarships and Certificates of Merit for outstanding scholastic achievement were Ethel

Hubbard, a freshman in secretarial technology and Navajo from Nazlini, Ariz.; Sharon Grosenbach, a sophomore in accounting and Isleta Pueblo from Isleta, N.M.; Trish Tsosie, a junior and Navajo from White Horse Lake, N.M.; and Bill Hatch, a senior and Navajo from Fruitland, N.M. Bill is an art major and served a mission to Rapid City, South Dakota.

These awards were presented by Dr. Robert Westover. He congratulated the recipients for their scholastic efforts during this school year and that they are good examples for all students to follow--both in the classroom and in other activities.

Dr. V. Con Osborne, Indian Education Department chairman, presented the Leadership Award of \$300 to both Jan Guitierrez and Dan Sine. He said that there were so many candidates it was difficult to select one winner of this prestigious award. Therefore, two were given.

Jan, a Santa Clara Pueblo from Tooele, Utah, is a senior in business education and has served a mission to Winnipeg, Canada, is a Winnebago from the Great Falls reservation in Wisconsin.

This award is presented to students who have been outstanding in service to the Church, who live BYU standards, and who have exemplified outstanding leadership and scholarship. Jan was student chairman of Indian Week along with faculty representative Dr. Jan Clemmer, and Dan has been president of the Tribe of Many Feathers during the past year.

The Dean's Award, presented by Assistant Dean of Student Life Gail Halvorsen, was given to freshman Erwin Marks, a Navajo who attended high school in San Bernardino, Calif. An art education major, Erwin was an outstanding high school runner and seminary officer and has maintained a 3.9 grade point average during the two semesters at BYU.

The Dean's Scholarship is given each year to the Indian student with the highest grade point average, who is living an exemplary LDS Church life, and who is planning to return to BYU next fall.

Special gifts and tributes were presented to Tami Lyons, co-editor of the Eagle's Eye; Sandra Lucas, a graduate student who is the only student on an intergovernmental national commission on education; and Vincent Craig, Eagle's Eye cartoonist who drew the caricature of the Indian Education faculty seen on page four and five of this issue.

Dan Sine, outgoing TMF president, swore in the new president, Deb Crowfoot, who in turn swore in each newly elected officer. Dan was also presented a plaque and expressed thanks to the students and faculty for their support in activities this year.

During the dinner on the Wilkinson Center mezzanine, Dr. Osborne said this has been a record year for BYU Indian Education: more than 800 attended the Indian Week banquet, 1,700 the pow wow; standing room only at the Lamanite Generation show; and the overall best GPA in the department in 15 years. "We pay tribute to all who have achieved," he said.

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Stick To The Task

By Wilson Y. Deschine

Somebody once said that if you are prepared, you shall have no fear.

If you happen to have your act together this semester and are going into finals week prepared, you are a rare individual.

Most of us have experienced a time when our minds were put under pressure. If you are a student, chances are you are privileged to go through this refinement at least twice a year.

One student said that when he studied at the first of the year, he felt no pressure. But as the weeks progressed closer to finals week, he began to feel pains in the back of his neck. Is this a direct result of unpreparedness or is just the thought of failing?

Many students may go into finals week prepared, but even they seem to fear the very thought of it.

Regardless of how prepared or unprepared we are, we must remember that some day -- hopefully in the near future -- our efforts of studying and passing various exams will ultimately determine whether we're ready to face the real world or not.

We are an unusual lot; we are in demand. So whatever it takes, do our Indian people a favor and stick to your task and GRADUATE!

Cutting The Budget

WASHINGTON, D.C. -- Health, social service, and housing programs for Indian people are among the many areas targeted for spending cuts under the Reagan Administration's budget request for 1982. Details of the budget were announced here March 10.

Under the Administration's FY 1982 request, funding for the health services portion of the Indian Health Service (IHS) budget would be \$28 million less than the budget proposed earlier this year by the Carter Administration.

The Reagan request calls for cutbacks in the areas of mental health treatment (\$1.8 million); contract medical care (\$5.9 million); hospital and health clinics (\$2.6 million); Indian health manpower (\$1.9 million); urban health projects (\$4.4 million, with the urban health program to be phased out entirely the following year); and tribal management (\$285,000).

Much deeper cuts are called for in the area of IHS health facility construction, where the Reagan Administration is requesting a slash of nearly \$109 million in FY 1982. The proposal eliminates monies for sanitation facilities for Indian homes (\$73 million); for the construction of hospitals in Kanakanak, Alaska; Crownpoint, N.M.; and Browning, Mont.; and cuts back construction for health clinics in Anadarko, Okla.; Tsale, Ariz., and Huerfano, N.M. Funding would be provided to allow for the completion of the Indian hospital at Tahlequah, Okla., and for technical energy studies.

In addition to cutbacks in the FY 1982 budget, the Reagan Administration is requesting rescissions in the FY 1981 budget for IHS services (\$1.1 million) and facilities construction (\$8.9 million).

Indian health programs could also be affected by another Reagan proposal that calls for the merging of a number of health and social programs (excluding IHS) into block grants to the states. The Reagan "block grant" plan has no provision for directly funding Indian tribes and tribal organizations, which currently receive millions of dollars for health-related services under these non-IHS programs.

Other FY 1982 budget proposals affecting services to Indian communities include reductions to the Bureau of Indian Affairs (\$75.9 million) and the Administration for Native Americans (\$5.8 million), and the termination of Indian housing programs.

Hawaii Draws BYU Indian Students

Enjoying the waves and sun of the islands of the sea, seven Indian students are completing their semester at the BYU-Hawaii campus. They are Doreen Arviso, Jackie Etcitty, Robert Hatch, Doreen Bydonnie, Angie Martinez, Rachael Duwyenie and Sylvia Adison.

This program is part of the travel study program offered at BYU. It affords the student an opportunity to attend the BYU-Hawaii campus for a semester. Students are able to complete Category I and II of the general education requirements for graduation. Criteria set forth by the directors of the program are that students must meet the following clear financial status: good Church standing, recommendation from a bishop, good academic standing, above a 2.0 and a previous semester of 9.0 hours at any university.

A sophomore, Doreen Arviso, Navajo from Chinle, Ariz., is majoring in elementary education. Arviso was a participant on the 1978 Lamanite Summer Orientation Program and past member of the Inter-Tribal Choir.

A Navajo from Kaibeto, Ariz., Jackie Etcitty is majoring in business. She is a sophomore and was also a former 1978 Lamanite Summer Orientation participant and Inter-Tribal Choir member.

An engineering major is Robert Hatch, a sophomore from Fruitland, N.M. Hatch served in the capacity as student director for the 1980 Lamanite Summer Orientation Program sponsored by Indian Education.

Miss Doreen Bydonnie, a Navajo from Lukachukai, Ariz., is a sophomore majoring in elementary education. Bydonnie has been a correspondent with the Eagle's Eye from BYU-Hawaii. While attending the BYU in her freshman and sophomore year, she traveled and performed with Inter-Tribal Choir to surrounding areas in the state of Utah.

Rachael Duwyenie, an Apache-Hopi from San Carlos, Ariz., is majoring in communications with a minor in Native American Studies. Duwyenie served as student tribal representative at the National Indian Youth Leadership Conference held at Washington, D.C., this past summer. Miss Duwyenie has served as a reporter and photographer on the Eagle's Eye staff.

A Navajo-Shoshone, Angie Martinez is a junior majoring in



Indian students attending winter semester at BYU-Hawaii are: top (L to R) Doreen Arviso, Jackie Etcitty, Robert Hatch, Doreen Bydonnie; bottom (L to R) Angie Martinez, Rachael Duwyenie, and Sylvia Adison.

special education. She is from Albuquerque, N.M.

A freshman from Richfield, Utah, Sylvia Adison is majoring in business administration.

Miss Bydonnie concludes, "Our semester in Hawaii has been tremendous. We have thoroughly enjoyed ourselves here and are looking forward to coming home."

For further information on the BYU-Hawaii semester, students are encouraged to

contact the travel study program. Financial arrangements must be channeled through Lanny Gneiting. Gneiting adds, "We strongly recommend that students show good academic status, and obtain funding prior to applying for the program."

Estimated total cost of the program for the Winter 1981 Semester was \$1650. Due to inflation the cost is expected to raise in the future.

Deschine Wins Scholarship

The Native American Public Broadcasting Consortium, Inc., of Lincoln, Neb., has awarded 10 Indian college students majoring in communications scholarships to attend the National Media Conference being held in Spokane, Wash., May 4-6.

Wilson Deschine, a senior who believes that "coasting through life cannot coast you up," is one of the 10 Indian students who were selected from more than 70 applicants from various colleges and universities.

The National Indian Media Conference, now in its fifth year, is prepared to accommodate participants with a wide range of insights into the world of broadcasting careers for Indian people. The conference will allow advanced communications students and participants to meet and interact with broadcast and print media professionals.

Also, special interest group meetings with national media



WILSON DESCHINE

representatives will cover ideas and problems with Indians in media along with several workshops.

A partial listing of discussion topics will include writing/reporting techniques, reporting news in Indian commentary, careers in radio, television production, and Indian Satellite Network.

Wilson has also completed an internship with Skaggs which involves on-the-job training as a junior executive in Wichita, Kan. Wilson and his family reside in Provo.

Have A Great Vacation

PLEASE SEND ME:

☐ Admission Application

☐ General Information concerning Indian Education at BYU

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By H. Crawford

Four Hall Sisters Set Good Example

By Tami Lyons
Co-Editor

Having since fall semester continued their scholastic endeavors, four Navajo sisters—the Halls—are pursuing their degrees in higher education at Brigham Young University.

From eldest to youngest, the four sisters include—Thella, 22; Julie Ann, 20; Lorraine, 19; and Marilita, 18. All of them have excelled highly in their academic progress at BYU.

"It is through the encouragement of our parents that we have chosen to continue a higher education at BYU," comments Lorraine. She further states, "My mother, Helen John Hall, was one of the first participants of the Lamanite Placement Program in the Church. She lived with foster parents, President Spencer W. Kimball and his wife Camilla, for a period of six months.

Thella Hall, the oldest of the four, is a junior majoring in graphics illustration. Miss Hall has recently returned from the St. Louis Missouri Mission. Of her mission, Thella recalls, "I have learned to put my full trust in the Lord and place my life in His hands. A mission has benefited me in learning more of my purpose in life."

She was a participant of the 1976 Summer Lamanite Orientation program and

received an award for her high academic excellence.

Extra-curricular activities and interests for Thella include photography, art, jogging, and cooking. "I make time in my daily activities to run 2 to 3 miles."

"I am grateful to have three sisters attending BYU with me. I hope to be an example to them; in many ways they have been an example to me," she concludes.

Second sister, Julie Ann, is also a junior with a major in zoology and a minor in recreation. Miss Hall has been an active member of the Lamanite Generation for the past three years. She has traveled with the popular performing troupe throughout the United States.

Julie Ann plans to participate with the BYU Outdoor Survival Training Course held during the month of May. Following this expedition, Miss Hall plans to return to Salt Lake and prepare for a mission. "If all goes according to plan, I hope to process my missionary papers this summer so that I may enter the Missionary Training Center in September," states Miss Hall.

It was through the encouragement of older sister, Thella, that Julie Ann decided to attend the 1978 Lamanite Summer Orientation Program. Two years following the Orientation program, Julie Ann



The four Hall sisters attending BYU at one time include, left photo — Julie Ann (LEFT) AND Lorraine; Thella (top right) and Marilita.



was selected to serve in the capacity as student director for the 1980 Summer Orientation program. She currently works part-time as a teacher's assistant to Willis Banks of the Indian Education Department.

Miss Hall enjoys sports, particularly basketball and skiing, and renders much time and service to fellow Lamanite brothers and sisters.

Third sister, Lorraine, is currently a sophomore majoring in nursing. Miss Hall serves as second attendant to Miss Indian BYU.

Through the encouragement of friends and associates,

Lorraine participated in the Miss Indian BYU pageant held last month during Indian Week. Miss Hall comments, "Other people encouraged me to try out for the pageant and take advantage of this unique experience and learn more about myself. As second attendant, I hope to encourage other Indian students to attend BYU."

Lorraine remarks, "I feel that we support each other in our individual efforts. We meet at least once a week to do something together. We often meet for lunch. Even though we don't all do things together at one time, we associate with each other quite frequently on a one-to-one basis."

Miss Hall enjoys cooking, sewing, snow-skiing and jogging. And as many sisters do, the Hall sisters will occasionally swap clothes with each other.

The youngest of the Hall

sisters came to BYU during the second block of winter semester. Marilita is a freshman with an undecided major.

Miss Hall has recently completed her work obligations to the Social Services in Salt Lake City. She serves on the student housing council at Heritage Halls on campus.

"Being the youngest brings many benefits. I feel my older sisters have more or less drawn out the floor plan for me. They introduce me to people, places and things, which allow more time for me to concentrate on my academic progress," she states.

Mary will also participate on the BYU Outdoor Survival Program during the month of May. She enjoys all sports.

These four sisters are the daughters of Mr. and Mrs. Kenneth W. Hall of Salt Lake City.

'Fun Run' Winners Named

Ken Sekequaptewa and Chris Brooks tied as winners in the men's division in the first annual Four-mile Fun Run held in conjunction with Indian Week.

This year's run was under the direction of Mike Mansfield and Woody Franklin.

Both Sekequaptewa and Brooks negotiated the course with a tie of 23:17, while second place finisher Scott Ivins completed the course in 23:41. Erwin Marks and Joe Begay tied for third with a time of 24:39.

Sekequaptewa, an area distance runner from Phoenix, is a Hopi-Chinese who attended BYU in 1974 and graduated in 1978 with a degree in communications with emphasis in public relations. He is now working as administrative assistant in the Multi-Cultural Program under the direction of Dr. John Maestas.

During his senior year in high school, Ken was a cross country runner. He still runs several miles three or four times each week. In 1975 he ran in the 26-mile Fiesta Bowl Marathon, taking 40th out of 800 runners. In 1977 he participated in the Deseret News Marathon.

Ken says, "The only reason I run is to keep in shape. I feel the Indian Week Fun Run was well organized by Woody and Mike. I hope we have one again."

Anabelle Charles, a Navajo from Newcome, N.M., won the women's division. Taking second



KEN SEKEQUAPTEWA

was Donna Canyon; third, Margorie Clah.

Throughout the run, various categories were included such as couples runners, faculty, and masters.

Tom and Alvina Ranger won the couple's race and Hal Black the faculty division. Owen Bennion won the master's division with a time of 43:31.

Prof. Bennion said, "I feel pretty good about running four miles for a grandfather my age." He runs 12 miles each week—just enough so it won't be hard on his joints, he adds.

Director Franklin is a senior majoring in secondary education and math from Winslow, Ariz. The Navajo student was on the BYU cross country team for four years and also on the track team.

"I feel good about the participation in the run and I learned a lot from this first-time experience. But overall it was good," he said.

About 80 people from throughout the United States and Canada signed up to run. A total of 48 actually participated.



CHRIS BROOKS



PROFESSOR BENNION

Aaron Tessay Plays For JV Volleyball Team

By Marie Robbins
Co-Editor

Aaron Tessay, a White Mountain Apache from Cibecue, Ariz., is one of Brigham Young University's many talented athletes. Aaron is a member of the BYU junior varsity volleyball team.

As a BYU freshman in the fall of 1977, Aaron witnessed his first collegiate volleyball match during the finals of the AIAZ National Women's Volleyball tournament held at BYU that year. "I had never seen a volleyball match before that time. I was just so impressed with the way the game was played, especially when they hit it with all that power," states Aaron.

After his first acquaintance with the sport, the following semester, Aaron enrolled in two volleyball classes: beginning and intermediate volleyball. A year later Aaron tried out for the junior varsity volleyball team which he made, but later, before the season was over, he quit. Again this fall, he tried out again for the team—this time, staying on the team throughout the entire season.

Aaron has traveled to many tournaments with the volleyball team, playing in places such as Tucson, Salt Lake City, and places in Colorado, in addition to



AARON TESSAY

many home games.

The 21-year-old athlete is a junior majoring in anthropology and minoring in Native American Studies. Anticipating graduation in 1982, Aaron plans to go into excavation of old Indian Ruins on the White Mountain Apache Reservation. He has been doing some excavation with the University of Arizona for five years. He also plans to coach high school volleyball teams.

Aaron is the fifth child of a family of two brothers and two sisters. His parents are Calbert and Darlene Tessay of Cibecue. Aaron also participated on the Indian Placement Program where he stayed with the LaDell Brown family of Tooele, Utah.





Police Academy Training Helps White River Tribe

By Vincent Craig

"You are only as good as your training."

This statement is stressed in law enforcement training circles throughout the United States. Aside from the officer's own motivation and initiative, it reflects true and concise performance images. A new officer's reaction during a stressful situation may indeed depend on the type of training they receive.

Tribal law enforcement poses a unique type of officer; therefore, training them to meet public needs becomes a challenge. Tribal officers are faced with meeting the needs of people on a tri-jurisdictional level of legal understanding. Non-Indians require special legal considerations which are bound by Congressional actions and U.S. Supreme Court decisions found nowhere else. On the other hand, Indians fall under a double jurisdictional rule decreed by the U.S. Government and the tribal entity which advocates fairness through customs, tradition, and sovereignty.

"Sovereignty" is a word that is used with a great deal of facility. Our standardized mental image of the word calls for a white-haired gentleman in an ice cream suit with black string tie shouting in a heavy southern accent, "... the great SOVEREIGN state of Alabama casts its votes for the next president of the United States." "Kirk Kickingbird, Indian

Sovereignty") When dealing with the concept of tribal governments, the word will always come up, whether it be from the radical element or a learned tribal councilman.

When Indian reservations were first established, the military was used extensively for law and order. In the eyes of the American public, this was a reasonable measure. To the Native Americans, it only brought suspicion and distrust when subjected to such a measure for an extended period of time.

In most cases, Indian agents (non-Indians) were appointed to work concurrently with the military. This, however, only provided more conflict of authority and unnecessary duplication of duties.

It was because of this type of conflict that the concept of Indian law enforcement came to light. The concept of Indians enforcing their own laws didn't appeal to the national sentiment, but it was through the inception and implementation of Indian law enforcement that Congress was finally awakened to this reasonable concept.

The concept of Indians enforcing their own laws didn't always appeal to the "civilized" mainstream America during the 1800's. Since tribal justice was adjudicated utilizing tribal customs, traditions, and so on -- America's dissatisfaction was demonstrated in the following case:

EX PARTE CROW DOG (1883): In 1883, an Indian known as Crow Dog assassinated another Indian known as Spotted Tail, who was chief of the Brule Sioux within Sioux Territory. The Sioux Tribal Council punished Crow Dog according to tribal laws and customs, but the Territory of Kansas also arrested Crow Dog, tried him for murder and the ultimate sentence was death. However, Crow Dog challenged the jurisdiction of the adjudicating Territory of Kansas. Upon review, the U.S. Supreme Court held that only an Indian government could punish an Indian for committing an illegal act against another Indian.

As positive as this decision sounds to legal theory, the decree brought national public outrage because non-Indians felt that the tribal judiciary didn't punish Crow Dog severely enough. Under public pressure, Congress passed the "Major Crimes Act" which authorized the federal government to assume jurisdiction over specified crimes in Indian country, usually falling into the felony category.

A good example of today's reservation policing is at the White Mountain Apache Reservation located in east central Arizona. Implied by its name, it is located in the beautiful White Mountains. As Indian reservations go, this location is very attractive to the tourist and lumber industry. The tribal government seat is located in Whiteriver, a town of approximately 1,500 residents.

The White Mountain Apache Police Department consists of approximately 32 department personnel. The chief of police is Reno Johnson, Sr. who is an enrolled member of the tribe. Second in command is a 24-year-old graduate from Eastern Arizona College, Captain Andrew Kane.

Almost all departments in the United States require Police Academy training before their officers assume enforcement responsibilities. This has been because recent decisions by the courts have brought forth a new concept called "VICARIOUS LIABILITY." The terminology is defined as follows: Indirect legal responsibility; for example the liability of an employer for the acts of an employee or a principal for torts and contracts of an agent.

With this definition in mind, any supervising agent with any

particular entity was subject to re-examining his responsibility. This definition obviously is applicable to all aspects of employer-agent relationships, especially in the area of law enforcement.

When the police officer is acting within the scope of his employment and negligently injures another, the employer is frequently held to respond in damages. Unless an officer without academy training takes personal initiative, he cannot reasonably be expected to know the full ramifications of liability. Therefore, his chances of "... negligence due to lack of training..." are increased.

By utilizing the comparison method between state and federal agencies, we developed the following objective for our own police academy:

"To provide credible law enforcement basic training with limited funds. Said training would enable the officer to deal with a public subject to different criminal jurisdictions with peak

efficiency. It would also enable the officer to be state certified which would provide better employment opportunities off the reservation if need be, and also provide better understanding of the surrounding jurisdiction."

Since the state of Arizona required a minimum of 410 hours of training for certification, we decided to divide the training into blocks. This would enable the officer to deal with working and attending the academy while still on the job.

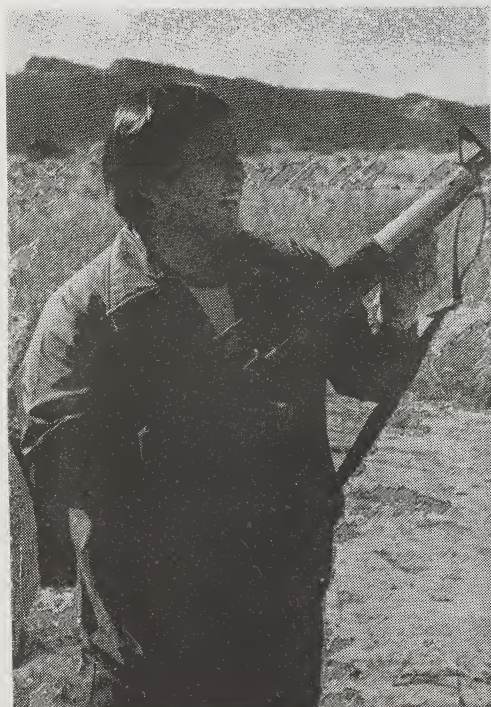
Our funding agency was the Arizona State Justice Planning Agency. We were informed that we would have to make a formal grant proposal, and develop a curriculum for the academy training. We decided to have our curriculum approved by the Arizona Law Enforcement Officer Advisory Council (ALEOAC). This council is responsible for monitoring and assuring quality control of certification requisites in the state of Arizona.

Since we were dealing with

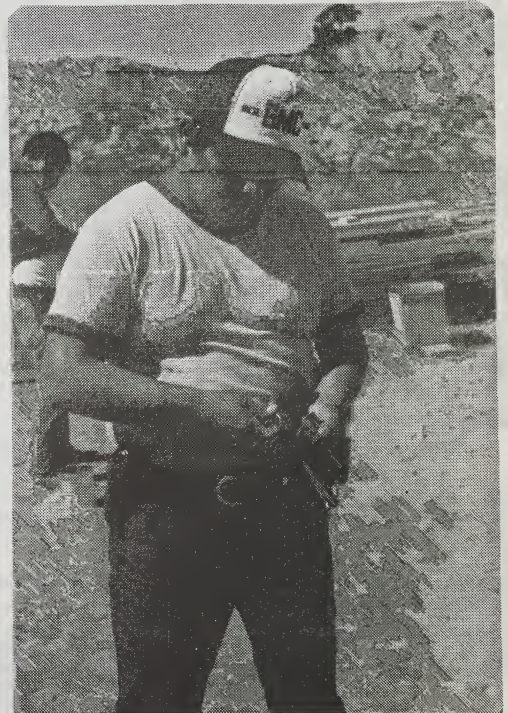
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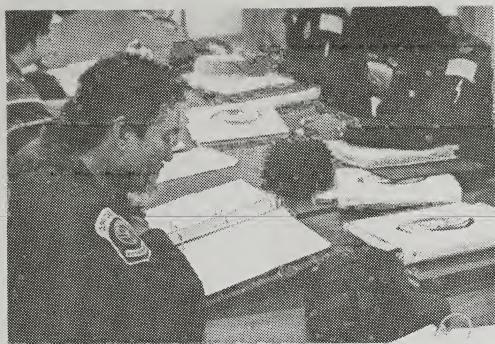
Trainees line up and fire at targets during weapons portion of the program.



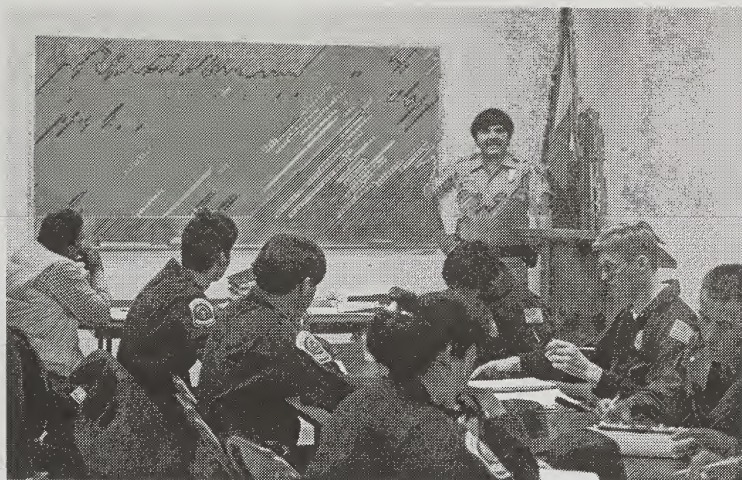
Trainee Jefferson Cheney prepares to shoot the tactical weapon (AR-15) during training.



Before firing another set of rounds, a trainee loads up his revolver.



Hours of studying and listening in the classroom proves valuable as Lt. Craig gives a lecture (right photo).



Continued from Page 6
training geared to three jurisdictions, our primary objective became "jurisdictional correlation." Utilizing correlative methods, we were able to develop a curriculum which satisfied all basic law enforcement training requisites on all three jurisdictional levels: the state, tribe, and the federal government.

Our first curriculum consisted of 438 hours of training. Of nine trainees who began, only six finished successfully. Three trainees fell from the program during the "law and legal matters" portion of the training. An additional step we took was to seek certification from ALEOAC. This was granted after a careful evaluation of our curriculum. We then invited Northland Pioneer College to evaluate the same curriculum, and they assured 21 hours of college credit towards an "Associate of Applied Science in Law Enforcement" upon successful completion of the academy.

After examining our grant proposal, the Arizona State Justice Planning Agency approved our grant in the amount of \$14,053. Utilizing these funds, we were able to conduct more academies and increase our training hours from 438 to 477.

Last spring, the White River Police Training Center began its second academy entitled "ALEOAC 477 HOUR TRIBAL LAW ENFORCEMENT COURSE". In this class we began with 17 trainees from our department and the Tribal Game and Fish Department. Of these, only nine completed the training successfully.

The whole training of the second class didn't cost the tribe anything except utilization of our own training room which had been converted from an old vacated courtroom and conveniently located in the police department building. The conversion had been made with department labor at a cost of only \$458.

It is not uncommon to find tribal and state jurisdictions in conflict over trivial matters. This can only enhance further misunderstandings which are detrimental to the public being served. This academy could not have been possible without cooperative training effort from all jurisdictions.

When the state is approached in the proper professional manner, cooperation can be achieved. This cooperation can bring to reality what started to be a far-fetched idea to some people. The Arizona Law Enforcement Officer Advisory Council is a

professional organization dedicated to high standards in the area of officer certification. Their input was an ingredient which was absolutely essential for the White River Police Training Center to receive Arizona State certification.

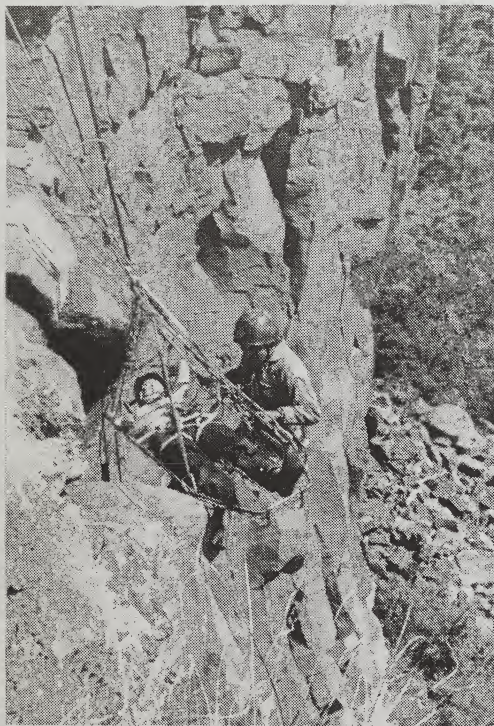
With cooperative training effort for the first time in many years, we brought the department up to manpower

allocations. Of the officers who graduated from our academy, two are sergeants and all but two are still with the department.

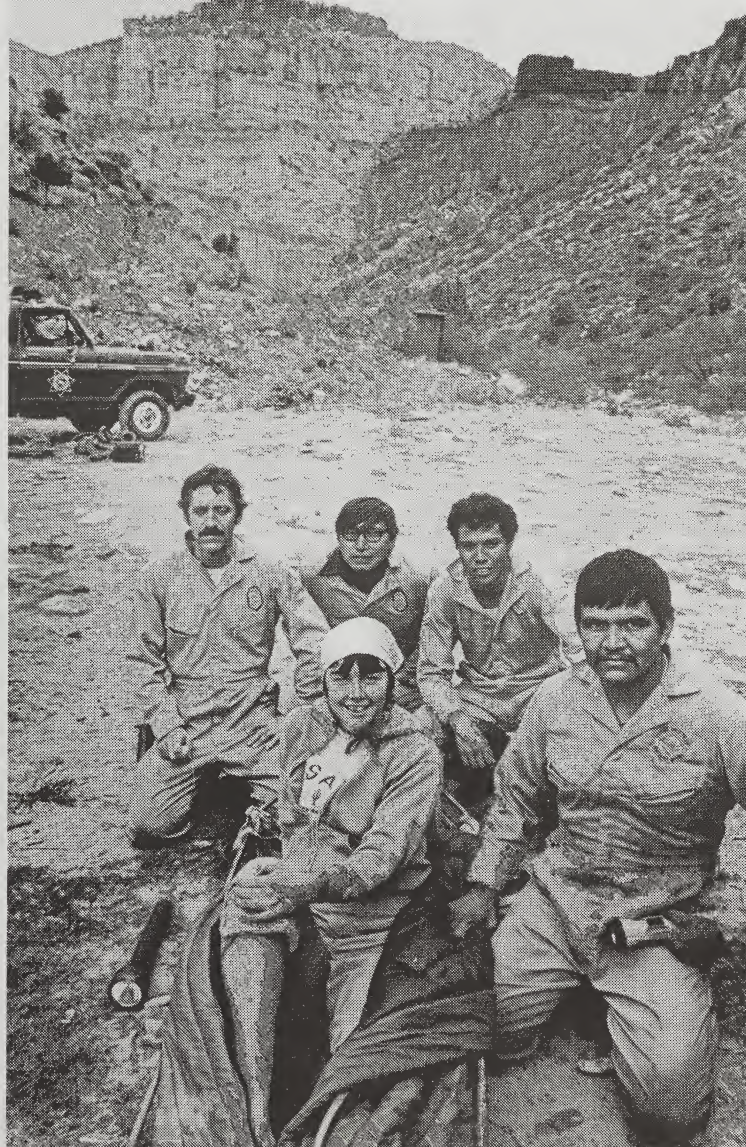
The White Mountain Apache Police Department is presently starting their fourth academy. The third academy class consisted of 12 graduates from several law enforcement agencies in Arizona -- from police to fish and game.

The future looks good for this type of training. The common feeling among small enforcement agencies is that they are totally dependent on larger entities for training.

This is not true, for Indian tribes are beginning to assert their own ideas in the ultimate goal of what former President Jimmy Carter defined as "self-sufficiency."



Team leader Vincent Craig lowers a body down the cliff in a mock rescue demonstration.



A female climber was rescued from Cibecue Canyon after an extensive 10-hour rescue-recovery by this team at 2:30 a.m. with flashlights. She had a broken leg.

Military Vets Attend BYU

By Cheryl Atine

The first formal organization of the United States armed forces came after the Revolutionary War when Congress in 1789 established the War Department. In 1798, the Congress added the Navy Department. This dual military establishment proved to be adequate throughout the 19th century and the early decades of the 20th.

Today, roughly 4,000,000 people make up the military, including active duty personnel, civilian employees, and reserve forces.

More than 2,000,000 are on active duty with the Army, Navy, Marine Corps and Air Force. About 1,000,000 serve in the ready reserves of the four armed services and the Army National Guard. More than 1,000,000 civilians are employed by DOD (Department of Defense) and its three military departments.

Some 1,286 military installations and properties at home and abroad exist today. Approximately 950 of these are in the United States. Another 27 are in United States territories; 309 are overseas in 23 countries.

Here at BYU, several Native American students are former veterans of the Air Forces, Navy, Army and Marine Corps. These veterans include: Annabelle Charles, Navajo; Vincent Craig, Navajo; Tom Dicus, Creek-Seminole; Sydney Flame, Quechan; Daniel Sine, Winnebago; and Wilber Button, Seneca.

Figures taken from the "Defense 1980" statistics show the following results for enlisted minorities in uniform. As for Native Americans, these are the following: Army - 24,190; Navy - 28,845; Marine Corps - 7,212; Air Force - 13,973.

There are three basic types of training when going into the military services. These types of training include: (1) Active duty: a person is paid and employed by the federal government to protect the nation, government and state. This individual is on duty at all times. The Army, Navy, Marine Corps and Air Force all together bring together a total of 2,028,631; (2) Civilian personnel - most civilian employees of the Department of Defense - are hired directly by the Military Department, The defense agencies or the office of the Secretary of Defense and the Organization of Joint Chiefs of Staff are designated as "direct hire" civilians. In general, salaried personnel are described as "white collar" and wage board personnel are described as "blue collar." The Army, Navy, Air Forces, and other DOD total 74,479 today; (3) Reservists and Guardsmen - members of the Ready Reserve are subject to active duty in time of national emergency proclaimed by the President, as well as in time of war or national emergency declared by Congress. Ready Reservists participate in regular drill or training periods and participate in annual active duty training. The Ready Reserves consists of selected reserve units, pre-trained individual reservists, and a training pipeline.

Members of the Stand-by Reserve can be ordered in-

voluntarily to active duty only as a result of Congressional action and after the director of Selective Services had determined their availability for active duty. They are not required to participate in training. The Retired Reserve consists of members of reserve components who qualify for retirement and are formally placed on reserve retired lists. The enlisted of the Army, Navy, Marine Corps, Air Force total 1,469,562.

Questions often arise as to where the officers come from, where do they serve, and how do they serve? As far as statistics are concerned, the officers can serve worldwide to ashore (1,820,389) and afloat (199,851) which totals 2,020,240. Also they serve in U.S. territories and special locations, western and southern Europe, East Asia and Pacific, Africa, Near East and South Asia, other Western Hemisphere and eastern Europe.

Officers come from ROTC Health Professional Scholarship, Officer Candidate School, Officer Training School, Reserve Officer Candidates, other Enlisted Commissionary Programs and voluntary active duty. Their service varies from strategic forces, tactical mobility forces, auxiliary activities, and support activities.

Today, women play an important part in the services. The women serving in the Army total 54,815; Navy - 24,751; Marine Corps - 5,501; and the Air Force - 45,954; bringing the total to 131,021. The women are involved with active duty, civilian personnel and reservists and guards.

Annabelle Charles joined the Air Force in 1975. She first received basic training in San Antonio, Texas, then receiving personnel training in Mississippi. She was then transferred to Missouri and was discharged at the reserve unit at Hill Air Force Base in Utah in 1978. After finishing high school, she went directly into the service.

Miss Charles enjoyed meeting all the people she associated with. "I had a positive experience. I think women are discouraged, but I learned a lot. I credit my enjoyment to becoming a member of the Church while serving in the Air Force," she states.

"The service was a benefit for me. If you make it a positive experience, it will be one. If you don't make the best of it, it won't be," she observes. As to her being referred to as a veteran, Miss Charles said, "I don't know if I am proud of being a veteran now.

I guess if I went and served on the front line in combat, I would be proud, but I have not served in the front line. I feel like it was nothing different. However, I am very proud that I did serve," she concludes.

Tom Dicus also served with the Air Force. In December of 1976, he received his basic training at Lackland Air Force Base in San Antonio. After he received his assignment to the Philippines, he instead went to England because of an assignment change. After his return to the States (Arkansas), he was able to come back to school at BYU.

Fulfilling a childhood dream of serving his country, Dicus gave his time to the Air Force. He states, "A lot of people do not like the service because it was military life. No matter where you were sent, it was the attitude you carried with you that helped you make a good experience for yourself. I had the opportunity to travel and become familiar with the people and their lifestyles."

He further relates, "I was able to work with people who had the same goals and ideals that I did. There is a bond, a special closeness in the military. I hoped that I might and was able to be an example to the Church."

"One day my brother wanted me to go in the service so he brought home all the material. As I became acquainted, I became interested and I was in the service," recalls Dan Sine. Sine also served in the Air Force and was also stationed at San Antonio. After a brief stay in Tuscon, Ariz., he was sent to Alaska and then to Japan. Sine was discharged in 1976 in Maine.

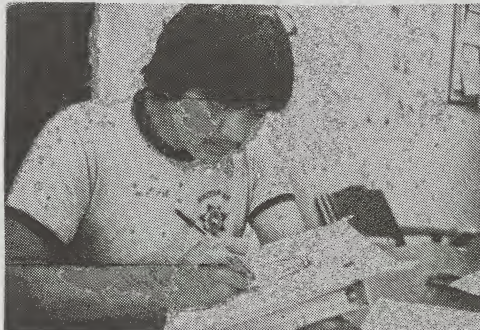
Cartoonist Craig Brings Smile To Indian Readers

by Wilson Y Deschine

Vincent Craig is a Navajo from White River, Arizona, and is currently attending Brigham Young University. He's a man of many talents.

With an associates degree from Northern Pioneer College in 1979 in law enforcement, Craig developed a curriculum for the White River Police Training Center of White River, Ariz.

After being on the police force at White River for three years, Craig decided to pursue a higher degree in college. For this reason he is now attending BYU majoring in justice administration.



Cartoonist and artist for Eagle's Eye this semester is Vincent Craig who also drew the caricature for pages 4 and 5. (Photo by Tami Lyons.)



Indian veterans at BYU include (top photo, from left) Wilber Button, Annabelle Charles, Tom Dicus; bottom left, Dan Sine and Vincent Craig.

"I felt my service experience was good. It helped me improve my working relationships with people. It seems there was a lot of things to do also," he adds. "Being a veteran makes me feel good. It takes a chunk out of my life but I am grateful for that experience. It was a stepping stone. I would like to encourage anyone who is interested to take the initiative and serve. You learn discipline."

The Marine Corps have different locations for those serving. They are in California, Hawaii, North Carolina, and Japan.

Vincent Craig entered boot camp in 1969. He joined a helicopter school in Tennessee and was stationed in North Carolina before going to Hawaii. He was discharged in 1973.

Craig said he enlisted on a crazy feeling. He did not know what he wanted to do so he enlisted. "The best experience I had in the Marines was learning to discipline myself -- being disciplined and being taken to the

extreme and making it through without breaking down."

He continues, "I met some real good friends in the service, along with beautiful Hawaiian people. This experience helped me grow up."

Wilbur Button's (Chico) experiences in the military were mostly in the States. He worked with helicopters on ships. He joined in 1959 and was discharged in 1962. Being in the service was a learning experience for him.

"I learned how to work with people and to teach myself independence. Along with the good experiences were the bad experiences though." He adds, "I was active in boxing, football, what you would consider a 'jock.' I enjoyed that because I could take out my frustration on the athletic equipment rather than people. But most important, I never felt like quitting after I went in."

A different situation was in store for Sydney Flame. He was drafted while attending BYU in 1969. He was first stationed in North Carolina, then Vietnam and finally to Texas where he was discharged in 1971.

"With the good background I was raised with, I felt I could go and live the life I wanted to in the service. There are a lot of influences placed upon you. My goals were made up in my mind before I left. I wanted to be a missionary and be a good example for the Church." He concludes, "I made friendships and my working relationships with people were improved."

Lamanite...

Continued From Page 1

The group's summer tour itinerary includes performances in such prestigious concert halls as the Tritorium in Montreal, the DeVos Hall Performing Performing Arts Center in Grand Rapids, Mich., and the Spokane Opera House in Spokane, Wash. The group will also be visiting and performing on several Indian reservations and at the Great Lakes Naval Base in Chicago.

In addition to developing student performing skills, the purpose of the Lamanite Generation is to promote the preservation of Indian culture. Janie Thompson, director of the group, says, "One of the goals of the Lamanite Generation is to show that native Americans have the talent and drive to meet the challenges of contemporary American society." She views the group as "a way for the Indian people to express themselves... in a way different than the traditional image portrayed by 'Westerns.'"

A favorite target of many cartoonists, according to Craig, is undoubtedly the politician--especially their relationship with the average person. "My favorite," Says Craig, "is the one about the average Indian who is caught up in the white man's judicial system."

With a fine sense of humor and with great dignity he explains, "I have found that what you laugh at makes you the type of person you are."